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ABSTRACT

In a competency-based vocational education system, student resource materials are used extensively to provide learning activities for many students attempting different tasks at the same time. To direct such learning effectively, teachers must have resource materials organized for efficient use and easy access by students. In Virginia, collaboration between Jackson River Vocational Center and James Madison University resulted in the development of an instructional materials management system that is competency-based. Each competency is assigned a code number, and four file folders are coded to match each competency. The folders are used to store lesson plans, teaching materials, tests, and student learning guides. Teachers have storage for teaching materials even before they are secured. As the curriculum changes, the storage and retrieval system also changes. The Virginia Department of Education Administrative Review Team commended Jackson River Vocational Center on this model system for managing and storing competency-based curriculum materials and expects to implement the system statewide. (Information on how the model system was designed and implemented is provided in this report.) (KC)

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INDIVIDUALIZING COMPETENCY-BASED INSTRUCTION THROUGH IMPLEMENTING AN EFFECTIVE INSTRUCTIONAL MATERIALS MANAGEMENT SYSTEM

THE NEW AND RELATED SERVICES DIVISION'S CAROUSEL
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INDIVIDUALIZING COMPETENCY-BASED INSTRUCTION THROUGH IMPLEMENTING AN EFFECTIVE INSTRUCTIONAL MATERIALS MANAGEMENT SYSTEM

The implementation of competency-based vocational education (CBVE) has created a system of highly individualized instruction throughout vocational education. Student resource materials are used extensively to provide learning activities for many students attempting different tasks at the same time. To effectively direct such learning, teachers must have resource materials organized for efficient use and easy access by students.

In the Shenandoah Valley of Virginia collaboration between Jackson River Vocational Center and the Program of Industrial Education at James Madison University resulted in the development of an instructional materials management system that is competency-based. Each competency is assigned a code number and four file folders are coded to match each competency. The folders are used to store lesson plans, teaching materials, tests, and student learning guides. Teachers have storage for teaching materials even before they are secured. As the curriculum changes the storage and retrieval system changes also. The Virginia Department of Education Administrative Review Team commended Jackson River Vocational Center on this model system for managing and storing competency-based curriculum materials and expects to implement the system statewide.

Selected teachers at the center established the materials management system to serve as a model for other teachers in the school. The teachers who established the system then provided inservice sessions for the entire faculty. The administration established the goal that all programs within the school would adopt the system.

MODEL

The following characteristics can be identified in this model for competency-based instructional materials management:

1. The system accommodates a curriculum and task list that is in a continuous state of change.

2. The system allows for many different resource materials to be used by students each day.

3. Students learn to conduct research to find the answers to their problems rather than to simply ask the teacher.

The following steps were used to implement this model for competency-based instructional materials management:

1. The vocational teacher education program at James Madison University provided inservice for selected vocational teachers.

2. Selected vocational teachers established model materials management systems within the vocational school.

3. The school administrator required a standardized materials management system for all faculty within the vocational school.

4. Selected vocational teachers provided inservice for all faculty within the vocational school and demonstrated the materials management system.

5. All faculty implemented the system.

6. Department of Education Administrative Review team identified school as a model program.

The following steps were used to develop the system:

1. Establish a valid task list for each vocational program.

2. Code each task using a series of numbers and decimals.

3. Analyze the availability of instructional material storage facilities (file cabinets, loose leaf binders, cubbies, etc.).

4. Select a materials storage system.

5. Determine the number of files needed for each task (performance objectives/curriculum file, learning activities/job sheets file, teaching/resource materials file, evaluation/test file).

6. Secure and label files/index dividers.

7. Separate resource materials and store by task code.

8. Store extra resource materials in a separate storage area.

9. Duplicate file for student use. (OPTIONAL)

The following steps are recommended to use the system:

1. Establish an effective competency-based record management system.

2. Teach student how the record management and materials management system works.

3. Involve students in planning their own learning.

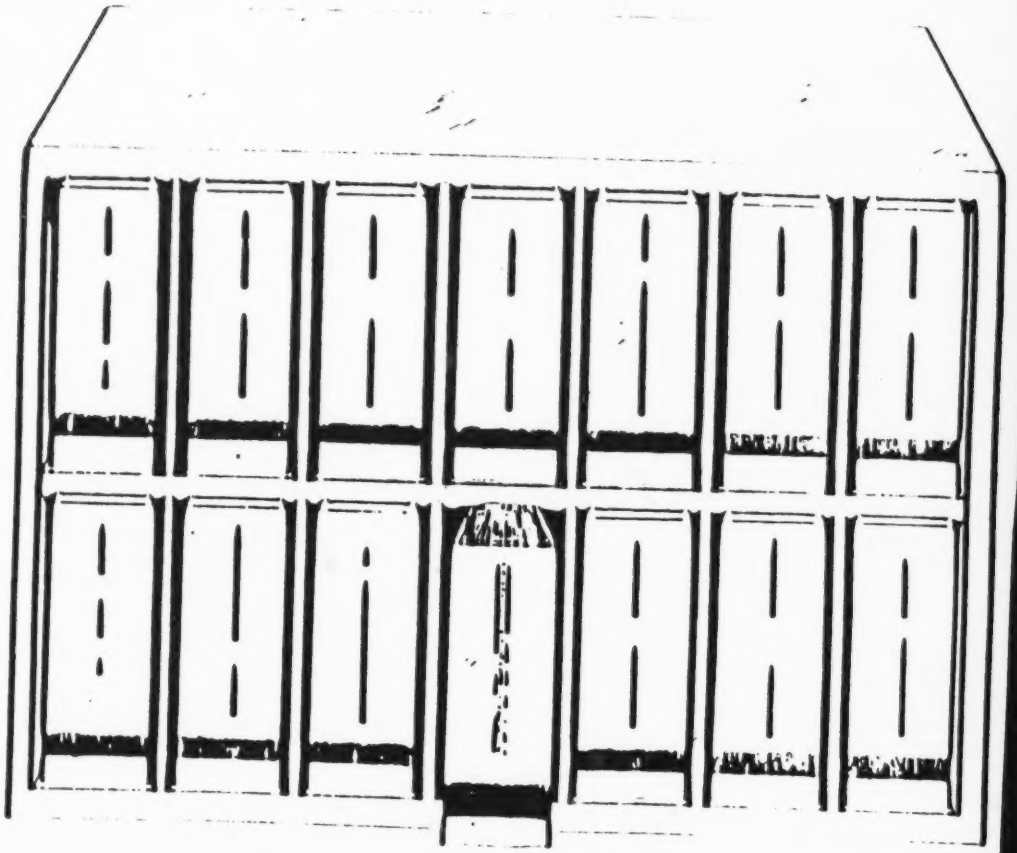
4. Involve students in maintaining a record of their own achievement.

5. Individualize learning activities as appropriate for effective and efficient learning.

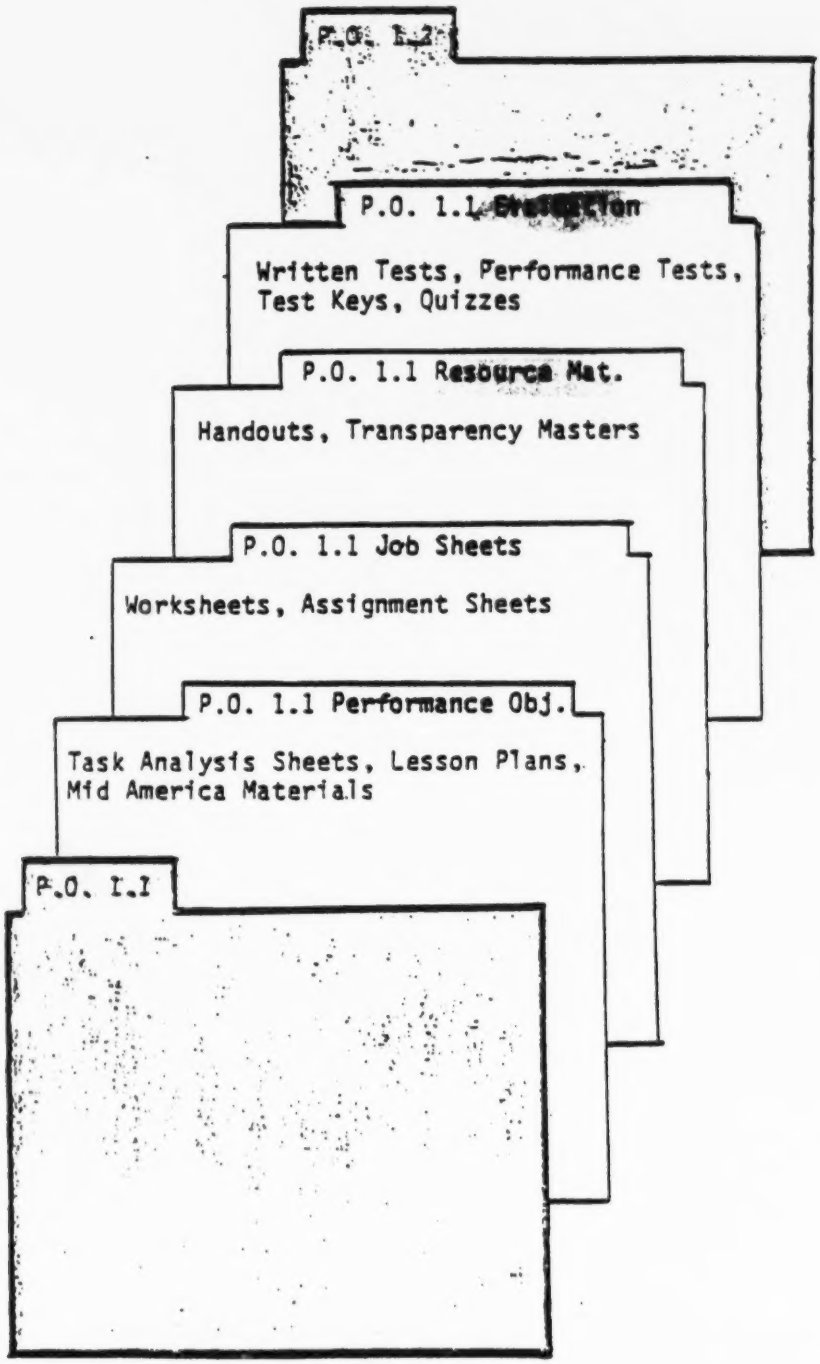
6. Maintain a duplicate file of resource materials for student use in order that at least one copy of all materials is maintained in an area secure from student use.

STORAGE OF MATERIAL

Binder Storage



CBE FILING SYSTEM


P.O. 1.2
P.O. 1.1 Evaluation
Written Tests, Performance Tests, Test Keys, Quizzes
P.O. 1.1 Resource Mat.
Handouts, Transparency Masters
P.O. 1.1 Job Sheets
Worksheets, Assignment Sheets
P.O. 1.1 Performance Obj.
Task Analysis Sheets, Lesson Plans, Mid America Materials
P.O. 1.1